|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2009-2010**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** First | | **Unit:** WHERE WE ARE IN PLACE AND TIME | | | | | **Driving  Supporting  Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | Style  Mastery  Understanding  Interpersonal  Self-expressive | | | Intelligences | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicator:**  Estimates, measures and compares length using some standard units of measurement | | | | | | **Skills: Application, Analysis** | | | | | |
| **Materials:**  **Papel bond, markers, pencil and ruler.** | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date:** Week 12 November | | | **Time: 45´** | | |
| **Description** | | | | | | | | | | | |
| **Opening:**  Introducing concepts: meter and centimeter. Using the ruler children will make a meter in groups of 3. Every child will be in charge of one section (1- 35 cm; 36-75 cm; 76 -100 cm). At the end, they will connect all sections (100 cm).  **Main Activity:**  The teacher will use an example to show children the concept of cm. Using a ruler, the teacher will ask students to count how many millimeters make a centimeter. Teacher shows on the board two or three centimetres as an example. With every centimeter, teacher is going to use a different colour to identify centimeters from millimeters. | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **Tier 1:** | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |
| **Closing:** Ask the children to share what type of things can be measured with a meter. | | | | | | | | | | | |